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ABSTRACT

The six papers in this collection were presented at two seminars held at Monash University in August 1990. (The materials have not been edited in any way and, in some cases, they comprise copies of overheads which accompanied the presentations.) The materials were designed for people without much background or experience in distance education who seek an introduction to distance education course development and student support. The following papers are included: (1) "Introduction" (Gavin Moodie); (2) "The National and International Context" (Michael Parer); (3) "Some Cafeteria Items" (instructional design--Beatrice Faust); (4) "The Undergraduate Distance Student" (Philip Baram); (5) "Support for Distance Education" (John Evans); and (6) "Distance Education" (issues and practices, focusing on Deakin University's approach to distance education--David Edge). (7 references) (DB)

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DISTANCE EDUCATION DEVELOPMENT AND STUDENT SUPPORT

Two related seminars presented at Monash University
on 8 August 1990.

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INTRODUCTION

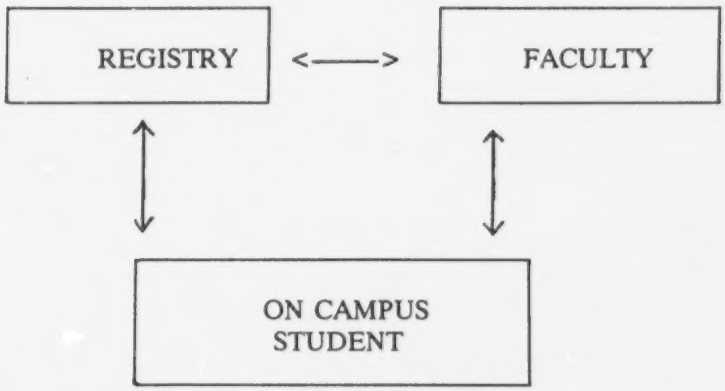
Gavin Moodie, Distance Education Manager, Monash University

This is a collection of materials and papers presented at two related seminars on distance education development and student support at Monash University on 8 August 1990. The seminars were designed for people without much background or experience in distance education who sought an introduction to some basic principles and techniques of distance education. The morning session was concerned mainly with distance education course development, and was of primary interest to discipline specialists - lecturers, tutors and teachers. The afternoon session was about student support, which in higher education is primarily the responsibility of general staff.

The materials collected here are just as they were presented to the seminars. I have not edited them in any way, and in some cases they comprise just the copies of overheads accompanying the talks. This is unsatisfactory for those who were not able to attend the seminars, but allows us to publish at least some material relatively inexpensively and quickly following the seminars.

The seminar was opened by Dr. Michael Parer, Head of Educational Development and Research at Monash University College Gippsland. Michael commenced with a brief acocunt of the historical development of distance education. Unfortunately his materials - in the form of copies of overheads - do not cover this aspect of his talk. Somewhat similar ground is covered by James *et al* 'Introduction to distance education', course materials for the *Graduate Diploma in Distance Education*, Unit 1, Module 1, South Australian College of Advanced Education, and by my own *Background paper* on distance education (Monash 1990). Michael then gave an overview of research in distance education, covering the work of Peters, Holmberg and Delling amongst others.

Dr. Parer's next overhead on the interelations of the faculty, registry, external studies department and students is worth explaining in some detail. In a standard campus based form of education we can show a fairly simple relation between the student, faculty, and the institution's administration, which for these purposes is mostly student administration or registry.



The relationships for distance education are rather more complex, as shown in Michael's diagram. The greater complexity is caused by an extra player - the external studies department, which is described in detail later - but also because of the nature of distance education as an industrialised system of education (Peters).

The remaining four sheets of Michael's overheads are examples of distance education materials. The first is an example of an exercise, a sample answer and discussion. This is given first because it is sometimes good practice to start by giving students the goals or outcomes expected of their learning. The sample answer is not a fully elaborated answer but some relevant points and a discussion of the issues. The other examples require no explanation from me.

In her paper Beatrice Faust argues that the instructional designer should consider a range of instructional design techniques, which she describes as cafeteria items. Beatrice illustrated her talk with extracts from a cookery book, nicely showing how technical skills may be taught by distance education, and how distance educationalists may learn instructional design techniques and principles of good practice from informal education.

Philip Baram looks at distance education development from the student's perspective, and gives much useful information on student approaches to distance learning which should inform distance teaching.

In his presentation John Evans described support for distance education under six headings: course development, production and despatch, tutorial assistance, library services, student administration and student liaison. John's second overhead shows how some of these support services are directed to teachers, and how others are directed to distance education learners. John's final overhead shows the organisational structure of the Monash Gippsland Distance Education Centre.

David Edge gives a general sweep of current Australian distance education issues and practices in his paper, drawing attention to Deakin University's approach where it is distinctive. David also describes the role of key units within Deakin's distance education operation, concluding with an organisational chart showing the 'integrated model' (Guiton) of distance education organisation.

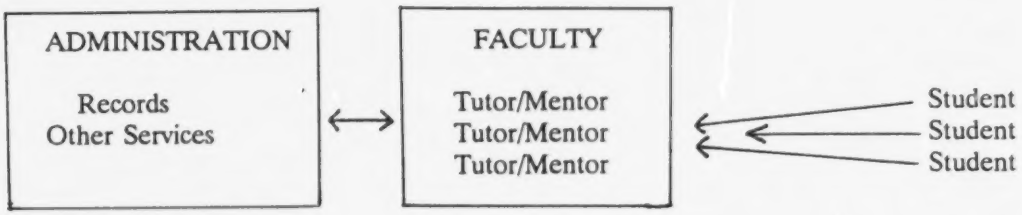
I offer two points. First, for the purposes of comparing the amount of academic staff time and other unputs into different educational modes I use this table, which is to the accuracy of orders of magnitude only.

COMPARISON OF THREE TEACHING MODES

TEACHING MODE	STUDENT TIME (HOURS)	INSTITUTIONAL INPUT (HOURS)	MINIMUM CLASS SIZE
Campus Based	1	1	10
Distance education	1	10	100
Computer Based	1	100	1,000

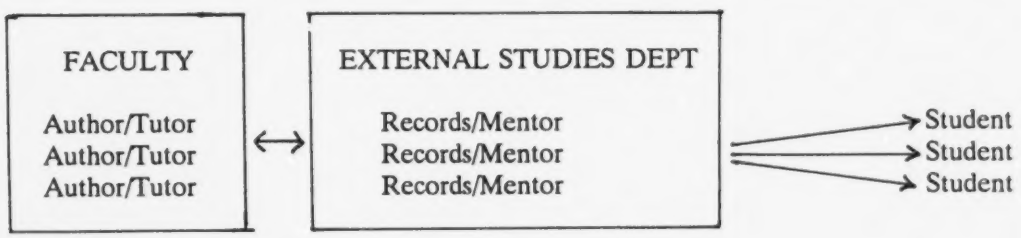
Secondly, I think we will probably have to rethink our organisational structures if we wish to embed education within the workplace. Standard campus based education may be represented this way, with students coming on to campus.

ORGANISATION OF STANDARD CAMPUS BASED EDUCATION



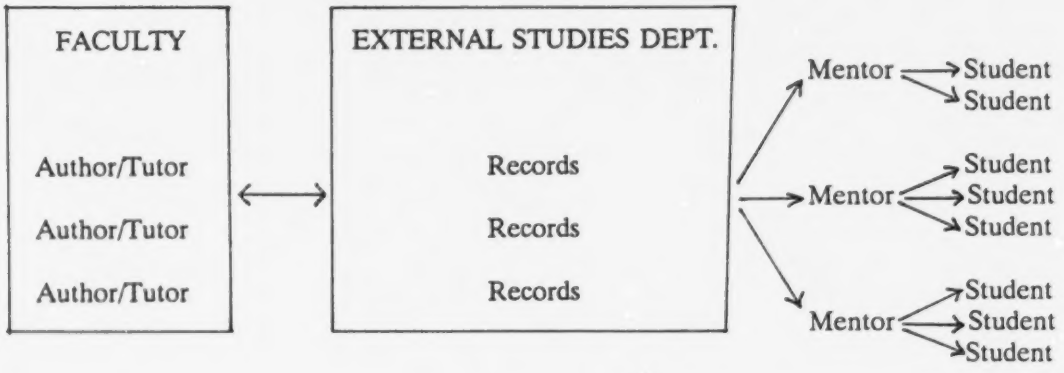
We have seen that distance education is organised differently, with the external studies department acting as the institution's primary interface with the student, delivering education to the student.

ORGANISATION OF STANDARD DISTANCE EDUCATION



For workplace-based learning I think it is probably desirable to establish some educational delivery capacity within each worksite, which may be represented thus.

POSSIBLE ORGANISATION OF WORKPLACE-BASED LEARNING



CAMPUS COMMUNITY

In the long run this is probably an easier way for institutions to operate than in the standard distance education mode at least, since the employer accepts some responsibility for providing student support which in the other modes is almost entirely the institution's responsibility. But it does require some rethinking and changes to our standard operating procedures, and this is always difficult to achieve.

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desem.2

What do Mikhail Gorbachev, Robert Mugabe and Harold Wilson have in common?

Mikhail Gorbachev in September 1962 was posted 1600 klm east of Moscow to a region based economically on agriculture and which demanded new skills. He enrolled in an agricultrual economy course as an external student at the Stavropol Agricultural Institute. It was a broad course which covered the scientific, technical and practical aspects of plant and livestock farming, finance and management. He graduated in 1967.

Robert Mugabe trained as a rural teacher in Southern Rhodesia in 1945. In the mid 1950s his political activities forced him to leave for Zambia and Ghana. On his return in the 1960s he was jailed as a political prisioner. During his time in prison he took a correspondence course from the University of London and obtained a law degree.

Harold Wilson became interested in applying educational technology to education following a visit to the Soviet Union where he observed the effectiveness of part time correspondence courses in technlcal education. Without seeking party approval he offered a version of the University of the air to the British people and so The Open Univesity was born.

Anyone professionally involved in education is obliged to presume the existence of two forms of instruction which are strictly separable: <u>traditional face-to-face teaching</u> based on interpersonal communiction and <u>industralised teaching</u> which is based on technologically -produced interaction

Otto Peters, 1973

That's what I'm trying to do. Sing a better song.

Educating Rita, 1983

Distance education

* separation of teacher and learner
  throughout the length of the course

* an educational organisation:
  to prepare the learning materials and
  for student support services

* the use of technical media -
  print, audio, video, computers
  to carry the course content

* two way communication
  for student's benefit and
  to initiate dialogue

* absence of face-to-face classes
  so students are taught as individuals
  apart from occassional meetings for
  didactic and social purposes

Desmond Keegan

Theories of Distance Education

The industrialisation of teaching

Otto Peters

1 Division of labour for planning and preparation of courses
2 Standardisation and mass production of courses

Interaction and communication "guided didactic conversation"

Borge Holmberg, John Baath, David Sewart Kevin Smith, John Daniel

1 accessible presentations of study materials, levels of language, density of information
2 explicit advice what to do and avoid with reasons
3 invitation to exchange views
4 involve student emotionallly and professionally
5 pathways and overviews

Independence and autonomy

Mamfred Delling, Charles Wedemeyer, Michale Moore

1 self pacing according to circumstances and needs
2 learning is individualised and offers several pathways
3 learner participates in goals and activities

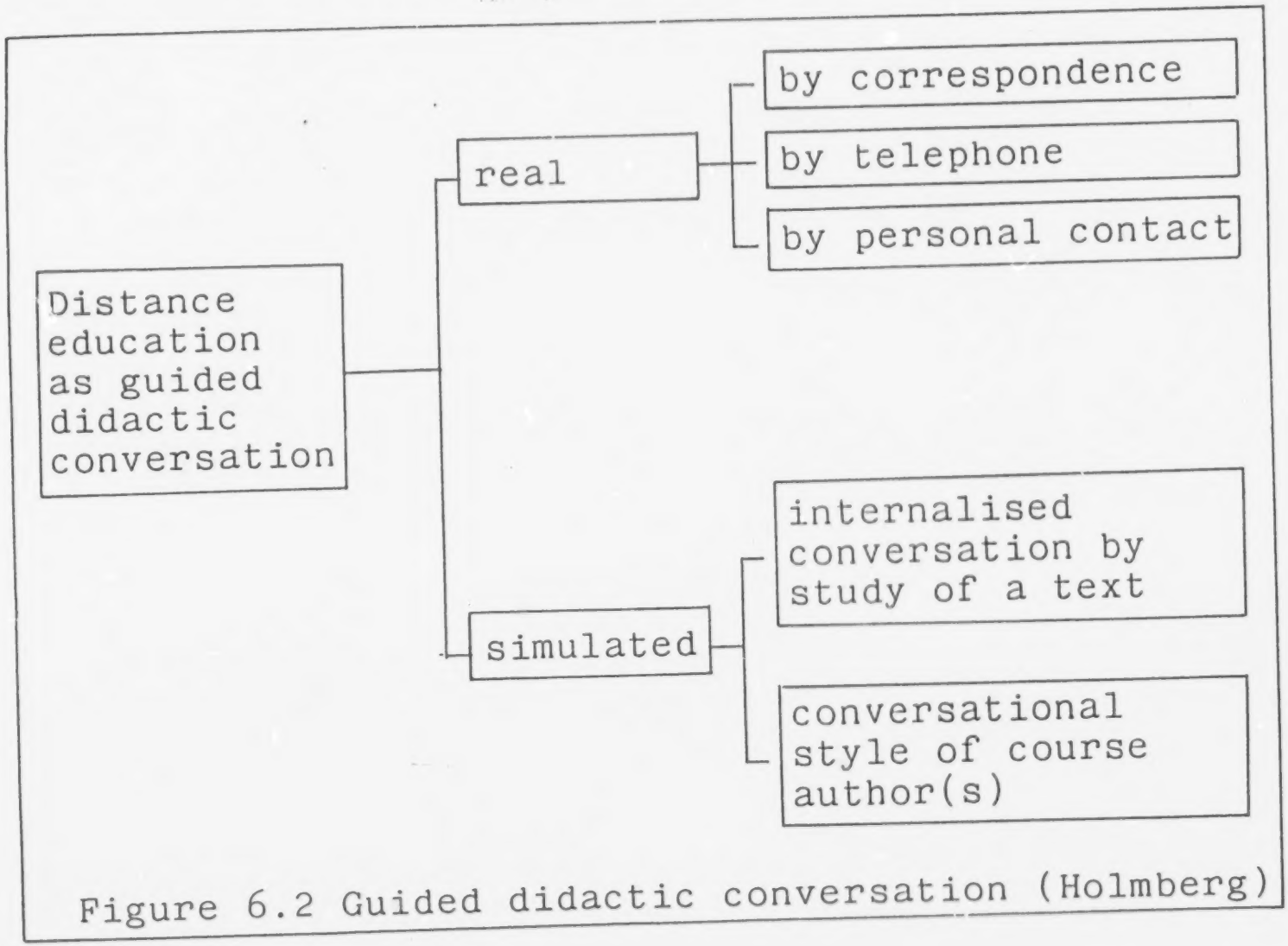
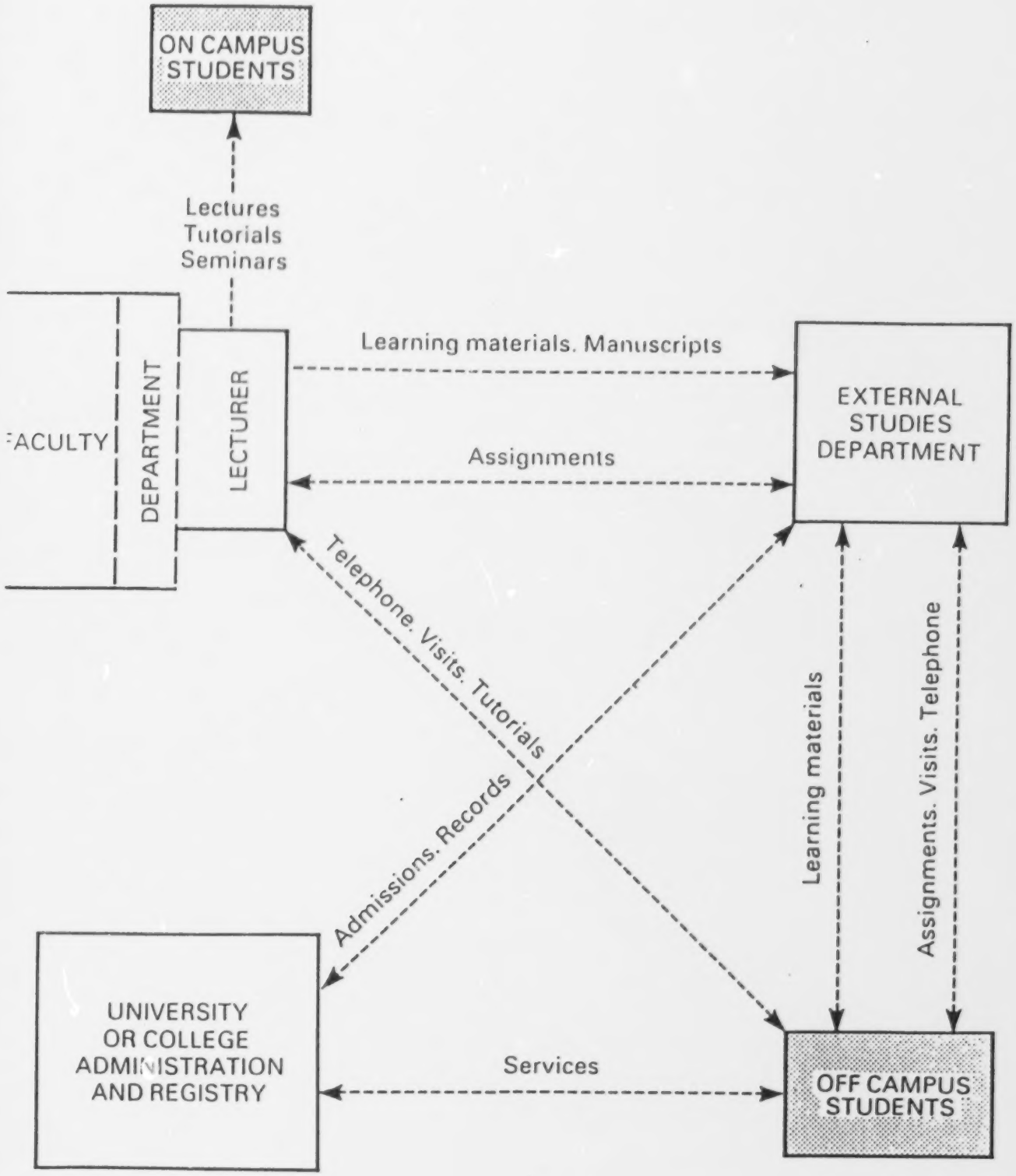


Figure 6.2 Guided didactic conversation (Holmberg)


ON CAMPUS STUDENTS
Lectures
Tutorials
Seminars
FACULTY
DEPARTMENT
LECTURER
Learning materials. Manuscripts
Assignments
EXTERNAL STUDIES DEPARTMENT
Telephone. Visits. Tutorials
Admissions. Records
Learning materials
Assignments. Visits. Telephone
UNIVERSITY OR COLLEGE ADMINISTRATION AND REGISTRY
Services
OFF CAMPUS STUDENTS

Exercise 6/1

Set forth below is a matrix based on the two classificatory principles just described. Each cell of the matrix has one example of an IGO of that type filled. For each of the four cells try, on the basis of your general knowledge or reading thus far in the course, to provide several other examples.

		Function	
		General purpose	**Specialised**
Membership	**Global**	*Cell 1* League of Nations	*Cell 2* International Labour Organisation
	'Regional'	*Cell 3* Organization of African Unity	*Cell 4* West African Rice Development Association

Sample answer

It would be impractical and require a number of pages to cover all the examples which might have been given, but here are a few which may have occurred to you from previous study or simply reading the newspaper.

1 Global general purpose—aside from the League, the only example is the United Nations

2 Global specialised—World Health Organization, Food and Agriculture Organization, International Civil Aviation Organization

3 'Regional' general purpose—Arab League, Organization of American States, Commonwealth of Nations, Association of South East Asian Nations, South Pacific Forum

4 'Regional' specialised—North Atlantic Treaty Organization, European Economic Community, Asian Development Bank, South Pacific Commission

Discussion

As in most efforts at the taxonomy of human creations, there are institutions close to or straddling the boundaries between cells in the matrix. The cells in fact represent ideal types, which may not be perfectly realised in the actual world of international relations. No international organisation, for example, has yet been global in the sense that its membership included every single independent nation state. Ostensibly specialised organisations have a tendency to stray into other areas. In which cell, for example, does the Organization of Petroleum Exporting Countries really belong? Nevertheless, for our purposes it is sufficient to have identified the ideal types represented by the four cells. Each type of international organisation can contribute to the process of conflict management, but each type makes its primary contribution in its own way.

It was suggested earlier that international organizations were historically a fairly recent addition to the machinery of conflict management. In Tables 6/1 and 6/2 you have data on the numbers of international organisations in various categories over time. Table 6/1 portrays the growth in the number of

UNIT 2 PHILOSOPHICAL FOUNDATIONS 1

Contents

2.0 Objectives
2.1 Introduction
2.2 Independent Study: Charles Wedemeyer
  2.2.1 Autonomy of the learner
  2.2.2 Distance between the learner and the teacher
  2.2.3 Structural system
2.3 Independent Study Revisited : Michael Moore
  2.3.1 Moore's notion of independent study
  2.3.2 Distance: a function of 'dialogue' and 'individualisation'
  2.3.3 Learner autonomy
2.4 Let Us Sum Up

2.0 OBJECTIVES

Under the philosophical foundations of distance education, we shall try to acquaint you with the most general issues and principles of distance education. In this attempt we shall discuss the significant ideas and (our) perception pertaining to this discipline. We shall, therefore, survey the available literature on distance education and identify the various distinct lines of thought that attempt to provide philosophical foundations to the discipline under consideration.

The distinct lines of thought presented here coupled with those given in the following Unit, will enable you to get acquainted with the underlying philosophies of distance education. Besides, you will develop useful insights into the efficacy of the distance mode of teaching and learning.

2.1 INTRODUCTION

We have chosen six important theories—of which two will be discussed in this Unit and the remaining four constitute the following Unit--in order to give you a comprehensive overview of the philosophies that underlie distance education.

The proponents of the 'theories' we have chosen are listed below for easy reference.

S.No.	Name	Major theoretical contribution
1.	Charles A. Wedemeyer	• Independent study
2.	Michael G. Moore	• 'Distance': a function of 'dialogue' and 'individualisation' • Learner autonomy'
3.	Otto Peters	• Distance Education : an industrialised form of teaching and learning
4.	Börje Holmberg	• Guided didactic conversation
5.	John A. Bååth	• Significance of two-way postal communication
6.	David Sewart	• Human element in an industrialised form of learning and teaching

Table 1. Distance education : Thinkers and theories

If you feel certain what it means, browse through one of the recommended books by Kirk or Ruthven. You will see how much even professional myth-watchers can disagree. Don't take more than an hour or so on this.

Sorting out meanings

Are you finding that 'myth' is an awkward concept? Most people do. Can any further clarification be tried at this preliminary stage? You may feel able to formulate sketchily in your notebook at least a few of the general difficulties that have occurred to you so far. If you can put your finger on some things that make 'myth' an elusive or ambiguous term, note them down. There is no need to do this in a formal, abstract way; look back at your paragraph of jottings on whichever particular myth you selected, and see whether those jottings imply problems of definition.

Discussion

This is not a 'model' set of notes, just a *possible* train of thought.

With reference to the paragraphs above on Atlantis as an example, points like these could be elicited:

1 If one can know a myth without remembering exactly any particular form of it, written or otherwise, the question arises whether it has some *essence* which underlies all its variant expressions. In fact, perhaps a myth *is* the stable core surviving within a succession of texts or tellings. But to determine exactly what this essence or core consists of may be no simple matter. It could also be hard to say what the difference is between:

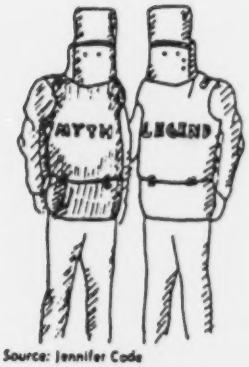
a *preserving* a 'real' Atlantis myth intact through its transformations in various media, and

b *re-shaping* that 'real' myth so substantially and imaginatively that it turns into another 'real' myth, and

c *travestying* the original myth in a trivial or crudely reductive way, so that it is no longer 'really' mythical at all, and

d . . .

(These may not be the only possibilities. Perhaps you can think of other forms that the process of transmitting myths might take. Where would *parody* fit in, for instance—sometimes with (b) and sometimes (c), or in a separate category? Myth-parody will be looked at closely in Week 6 of this unit. Or what about the practice of merely alluding decoratively to aspects of some established myth as a rhetorical device?)



Source: Jennifer Cade

Kirk discusses the relation between these two terms in *The nature of Greek myths;* see 'legend' in his index.

2 The idea that human achievement is (or was, in some primordial era) subject to divine judgement seems important, something to watch for in other myths. It could turn out that a religious dimension of some sort is often involved. Yet not always; some myths are secular, such as the myth of America as defender of 'free world' values. (Or, on second thoughts, *does* that have a quasi-religious element—war in Vietnam as a kind of fervent crusade, among other things?)

3 The mythical status of a story may be affected by the extent to which it has some known historical basis. In this connection, is *legend* a separate category from myth? Does a legend have some verifiable content of 'real' occurrences and people? Does Ned Kelly therefore belong to legend rather than myth? But what then of figures from the more remote past, such as Robin Hood—or even more, King Arthur—in whom the

1.5 SUMMING UP

Given below are the main points discussed in this Unit:

- The discriminatory attitude against women is due to prejudices and pre-conceived ideas about them.
- An attitude of indifference, irresponsibility and frivolity marks bad writing on women.
- A humble and imaginative approach needs to be cultivated in order to view the role of women in a proper perspective.
- The contribution of women in nation-building activities has to be recognised.
- The principle of equality of status for women has to be accepted and gender bias in writing should be shed.
- Facts concerning the condition of women need to be researched and established to help us change our traditional attitudes.

Activity 3

i) This excerpt is taken from the review page of one of our national dailies. The various headings on this page read: Intense Bengali Drama; Faultless Footwork; Amjad's Scintillating Sarod, and then, for no obvious reason at all: Many Faces of Eve. The critic, a fairly well-known and respected man, begins his review of a women's art exhibition by saying:

> Women are adorable creatures, but the thought that one can have too much of a good thing did flit through the mind when an All-India Women's Art Exhibition was announced. For, in recent weeks the National Gallery has had an exhibition of works by women artists, and the Sahitya Kala Parishad followed up with a show of works by women artists of Delhi. But the new exhibition, organised by AIFACS, Mahila Congress (I) and Roshni, is surprisingly good, with very few repeats of old works...

The reviewer then goes on to speak seriously of the works presented by women artists in the exhibition. Do you think this is a good example of writing about women? Give reasons. Attempt to rewrite the review in a language free from gender bias. (100 words)

SOME CAFETERIA ITEMS

by Beatrice Faust

Selection:

Ideally the instructional design selection should be made by the writer and designer before the notes are written. Some very simple combinations - such as crystal clear prose, copious and accurate marginals, modest readings and pertinent questions - have worked well. If your budget will stand it, you may choose something of everything that is relevant or useful to the course.

Most items serve more than one purpose and may be used to reinforce each other.

The bottom line must be user friendliness. The model should be a **tutorial** rather than a *dissertation*.

The Doughnut, Not the Hole

User friendliness means encouragement and positive reinforcement. Always find a positive way of admonishing your students.

Media:

Use these singly or in combination: print, computer disc as alternative to print (electronic page-turning), computer assisted learning, audio, video, teleconferencing, Macintosh Fax Duct, E-mail, week-end schools etc.

Always remember that learning proceeds more efficiently if several channels of perception are engaged at once eg audio and print, video and print, print and CAL etc.

Clear Prose:

Read George Orwell's essay, "Politics and the English Language", identify his rules and precepts - then follow them!

Notwithstanding the aforesaid, point presentation is no less pedagogically effective than prose and often preferable because:

* it is clear
* it is succinct
* it is easily memorised
* individual items are less likely to be lost than if presented in a long sentence
* the visual pattern and white space provides variety and relaxation
* it is a method of chunking (which see).

Chunking:

Material should be broken up into manageable pieces according to the complexity of the material and the maturity of the students.

The King Hit:

There is a school of thought that says one must offer the most exciting and inviting material first - ie, not a list of syllabus requirements and prescribed texts! A case study epitomising the concerns of the course often works well... then slip into the bureaucratic details. Or you might try introduction by audio...

Graded Steps

Always move from the easy, to the difficult, to the near impossible and grade your tests accordingly.

Organisers:

Advance organisers give students an idea of what to expect. May be as simple as an introduction or may include:

* a map of the course with a different "you are here" pointer for each unit;
* aims and objectives;
* sample time-table and calendar;
* a self-assessment guide that both lists the key points in the unit and helps the student identify strengths and weaknesses;
* summaries of the whole course and each unit (summaries are also educationally effective at the end of units and courses).

Heading hierarchies may be used where the material is amenable to formal organisation; otherwise simple headings are useful.

Fonts:

Sensitive and sparing use of different font styles and different sizes , as well as of bold, italic, underlining and upper case can organise text and reinforce meaning.

Repetition:

Up to three repeats of a single datum - if possible in different forms or through different media.

Marginal Notes:

Are a form of repetition - but much more! A well composed set of marginals can provide a complete summary of the whole course that is available for easy skimming. (Don't believe a typist who says the package won't do marginals.)

Logos (AKA Ikons, Symbols) :

Reinforce instructions such as "ring your tutor", "post your assignment", "read now", by adding a visual message to a textual one.

Also emphasises the organisation of the text.

Questions:

There are many types of question that, naturally, fulfil different functions. **Questions are probably the most pedagogically taxing of any activity a designer undertakes and, in the best of all possible worlds would be constructed by someone with special expertise.** The rest of us may get by if we restrict memory retentive questions to self-test items.

Here are some obvious types of questions:

self-test questions: short-answer questions placed at regular intervals with answers supplied in order to provide prompt feedback and either positive reinforcement or correction; also serves to provide a break from reading;

open-ended questions: these are often useful for summarising a chunk of material and also extending the student; if possible, direct students to discuss the question among themselves, face to face or by telephone;

questions counting towards assessment: you may ask students to keep a folio of questions for submission at the end of the unit.

Activities:

Activities are exactly similar in purpose and function to those used in face-to-face teaching but course developers/ instructional designers/ writers may need to be more inventive to compensate for isolation and restricted resources eg, nurses studying gerontology off-campus may be asked to oberve the effect of aging by noticing the difference between hands washed in detergent and hands rubbed with emollient cream; or students taking the sociology of inequality might be asked to telephone one of the "Girls, Girls, Girls" numbers and decide how these programs contribute to sexism.

Off-the-syllabus activities may be used to stimulate and motivate - they may be disignated "personal enrichment" or "mindbending" exercises. Try sending your Noise and Vibration Control students to view a film or video of The Hunt for Red October.

CAVEAT: Except for sophisticated readers and experienced note-takers, reading is a passive activity - similar to listening to a chalk-and-talk lecture. It is no substitute for even the most simple energetic activities.

Reading:

It is possible to design a course around a very slender study guide and a single very comprehensive textbook or a large swatch of carefully selected and organised readings. However, the general rule is: *fewer rather than more!* Students go pale and chew their knuckles - perhaps even drop out - when they receive more than one hundred pages in a single mail.

All readings should be:

* clearly cross-tied to the text
* preceded by some introductory comment or question or both that make(s) sense of the content
* presented in the same order in which they appear in the text (preferably at the end of each unit rather than at the end of the course).
* accompanied by a list of contents.

Assessment:

If your budget will stand it, continuous assessment can be a great motivator. Most people use a combination of assignments and examination - which may be a take-home paper. Diaries and folios are taxing to mark but stimulating to students. Contract assessment may be feasible in some courses and some systems.

PERSONAL ENRICHMENT EXERCISE

This exercise is not assessed, but you will find it enriches the document and makes it more useful for future reference.

Read the preceding pages throughly.

Underline every instance of an overlap between items.

Insert a cross-reference to every other related item.

THE UNDERGRADUATE DISTANCE STUDENT

The first time external student usually has an elevated view of 'university'. This is particularly so of an adult student, who, like Henry Lawson, has always wanted to attend, but may have felt 'not good enough'. For this person, the mystique of university is maintained by reading news reports of scientific research at university, of becoming aware of the fact that the nation's elite attended this or that university, of being made aware by the local GP cutting across a description of their ailment by saying, 'Oh, don't be stupid' How would you know? I went to university for six years to learn about medicine ...' and getting a bill from a lawyer showing that the lawyer earns five to six times more an hour than they do.

The university, that sun-blest institution is far away, in the pink-tinted cloudy distance. They have not seen the ramshackle buildings and the littered grounds, so it is Camelot. University is inhabited by superbeings who are all exceptionally clever, perceptive and talented. Not one of these university-beings would ever make a silly remark, or be liable to make a mistake. After some time as a distance student, the truth becomes evident. It is somewhat like the young teenager discovering the human aspects of its parents.

SELF-PERCEPTION OF A DISTANCE STUDENT

But it is not just this skewed perception of university that makes a distance student different to an internal student. The internal student, when asked, 'What are ya?' will say that they are a student. Not so the distance student. The distance student will, perhaps say, 'Oh, only a housewife', or 'Just a mother of four'. Such a person will even defer to a perceived greater academic standing of internal students.

But, by nominating other occupations ahead of that of student, distance students demonstrate the relationship of their studies to the rest of their lives. Even if their studies are important to them, the situation may be seen as through a telescope. The academic using the telescope has an expanded view of the subject. It is a beckoning, interesting shore. The distance student views this same 'shore' through the wrong end of the telescope. The subject is reduced to Lilliputian dimension compared to the Brobdingnagian proportions of life's struggles.

SURFACE LEARNING OR DEEP LEARNING

This self-perception can in part, influence how much distance

students get out of a course: whether they become simply surface learners or are able to achieve deep learning.
If a person's full-time occupation is that of student, then a suitable 'mind set' is developed. The full-time student's attitude is that while aspects of studying may be aggravating, the whole process is their current major occupation, which they manage equitably. Those who do not, drop out. For the part-time student, studying may have to be an activity relegated to a less important position than personal relationships, family, work, competition-level sport and skills-maintenance practice, such as playing a musical instrument. The position of studying may be determined by the students' perceptions of why they are studying. If they are studying simply for hierarchical improvement within their careers, then there may be no pleasure attached to studying and the student will be interested only in assessment, and assessment related materials.

If we are to agree with Diana Carr ('The Amicable Guerrilla', Development, Design and Distance Education, Gippsland Institute, Churchill, p.107), that dialogue in the subject area with lecturers and other students, is both ' a feedback mechanism and ... a step in (the) process of the evolution of knowledge', then this need for the student to make the information 'their own' is not a consideration, for the student sees the situation as information-in, information-out. This has its own time-span and the student's time-effort parameters are an equation of what will provide assessment success. Even the required degree of success is a variable perception. So, there is no perception by the student of a need to acquire lasting education as Carr sees it. If only short-term memory information is required, then the mass of interesting and broadening readings diligently provided by lecturers preparing distance study notes are viewed by such students as peripheral to 'real' knowledge and as academic self-indulgence.

THE 'HOOKED' DISTANCE STUDENT

Well, you might say, there is no hope of my removing a dedicated career hierarchical improver from the ranks of surface learners. But that is not so. By providing consistent and encouraging comments on the student's work, by readily acknowledging creative individuality, the application of reflection and that there may be varied interpretations particularly in the light of life-experiences, you might 'hook' the student. You might also challenge such students by

letting them see how well other distance students are doing. This can be done by reproducing good work -- if the student authors are agreeable -- for other students to read, by organising tutorials, or student self-help groups through meetings, or 'phone or letter contacts. The tutorials and self-help groups work through shame and competition. A poorly performing student becomes tired of being the 'dill' of the group and determines 'to show them'.

I was an external student who at first used to say, 'If you're doing a pass degree, what's the difference in the end if your results are 10 passes or 10 high distinctions?' But then I discovered that the University of Queensland had an External Students Honour Board on which appeared the names of students who achieved Distinctions or High Distinctions. I became obsessed with having my name, only with High Distinction beside it, on that Board. Having once achieved this, the rest of my results continued at a higher level. I had made this mystical transition from surface learner to deep learner through better organisation of time and energy, and more serious application. I 'promoted' my student-persona to a more important position in my personality hierarchy.

However, some distance students do attribute a high personal status to their student-persona from the outset. They expect to get the most out of their courses and set themselves high standards. This can result in the student pushing their studying into a fantasy world of unreal expectations. One student may see the fantasy as requiring herculean amounts of work and so does none, while another student demands massive amounts of work of themselves and having achieved it is often disappointed with the assessment for not being testing enough, as was the case with Willie Stark, the main character in Robert Penn Warren's novel, <u>All the King's Men</u>.

These types of students can add considerably to their own stress, like a woman in one of my classes who at results time casually asked me, 'How did you go?"
'Fine, I got through', I happily replied, 'How about you?'
'I haven't been game to look', she shuddered.
I thought that was strange, 'But your assignment work alone would almost get you through ...' I said.
'Oh, I'm not worried about merely passing. It's just that I have to get a high distinction .'
'Are you hoping to do honours, then', I enquired.
A look of pure wrath came over her face and she exploded, 'No!

I just HAVE to get a high distinction for every subject!'

DROP-OUTS: WHY?

There have been many successful distance students. A pertinent example is Bruce Dawes, the noted poet and academic. He is always pleased to point out that he did all his studies, from Bachelor degree to Doctorate, by distance education. But for every successful distance student there are many who are not. Distance students are unsuccessful for the same reasons that internal students are unsuccessful: the work is beyond them; poor study skills and habits; poor time organisation; lack of a continuing determination to succeed; distractions; poor fundamental skills; and simply a lack of application.

But other things also may contribute to failure or just make it that much harder for the distance student. A good example is the vexed problem of library access. Students within a commutable distance (500 k?) from a reasonable library may not see this as a great problem, but students whose nearest tiny country library is one filled with dog-eared romances and very out-of-date encyclopedia will not agree. Library work becomes another organisational problem. For those students whose geographic location places them beyond such access other methods must be employed.

Similarly, students doing science pracs become frantic if they cannot organise exactly the equipment specified, or the experiment is well under way, and they suddenly realise that they do not know what the result is supposed to look like. In either case, not being able to telephone for advice, or compare results with other students, promotes a feeling of hopelessness.

Distance students, dwelling upon their problems in their 'fast aloneness', unable to compare their performance with that of peers, also may consider their questions 'stupid' and so do not bother to write or telephone the lecturer or fellow students for fear of embarrassment. An adult student too, could be prone to worrying about losing face in front of 'all those young people'.

The point about not being able to compare with other students is important. The ability to see how other students are managing and how their work fares in assessment, is part of the self-assessment process. It is devastating for a distance

student to receive a poor result for an assignment when a good result was anticipated. Some way towards remedying this problem is for the marker to provide regular assessment, with a quick turn-around, and a positive system of notations throughout the students' work. At this point it should be remembered that often, the only contact a distance student has with the lecturer, is through the lecture notes and assignment comments.

DYSFUNCTION BETWEEN COURSE CONTENT AND 'LIFE'

Sometimes the distance student has problems coming to terms with the lecture material because its content or topic is not complementary to the student's day-to-day endeavours. When such a student 'drops out' and is asked why this happened, the answer is often something like, 'The stuff they sent me was such bull, I couldn't handle it'.

This is primarily a student problem, but academics can help to avoid the situation by being sensitive, in their notes and marking, to the fact that adult students have a well established value system and that their perceptions are based upon extended life-experiences, unlike the usual young undergraduate students who are in the process of establishing their values and have a still-malleable set of experiences upon which to make their judgments.

WOIDS AINT WOIDS ... IS IT THE GOOD OIL?

If you are a traditionally educated university teacher, because of your own university enculturation, you may be subconsciously making it difficult for the distance student to succeed by perpetuating without explanation the attitudes, the language and the hidden conventions of a university: none of which are accessible to the distance student. By presenting your distance learning material in the same manner as you have done for internal students, especially as unrelieved lectures, you are expecting distance students to comprehend your environment and pick up its cues.

You will certainly agree that a request for amplification of a point in a lecture or tutorial has greater immediacy and relevance than the laboured process of writing for information and then receiving the reply some time later. At that point, the topic may have expanded with an expectation of greater

understanding: but for the distance student, the current understanding may be foundering on the early unremedied inaccurate perception.

How is a student to pick up non-verbalised cues, other than through interaction? Even discipline-specific language without explanation presents a problem for the distance student who is unable to hear academics' application of this language or engage in peer interaction using this language. Without such self-processing, doubt may be cast upon the value of the knowledge gained. Consideration should be given to forms of student interaction, such as study groups.

Remember too, that when you are preparing material for student consumption, your written expression and your written vocabulary are not the same as that used orally. With undergraduate distance students particularly, consider how they would receive and digest general information normally.

Most people receive information by hearing it through speech, telephone, radio and television. For many people, their daily encounters with written information are brief, limited to signs, directions and television advertising assisted by voice-over. For some, reading is extended by memos in the workplace and newspaper information, the latter usually being pitched at no greater than Year 8 reading level. Consider, then, the implications for a distance student, especially one of mature-age, who is confronted by a swag of course materials, written in what is almost a foreign language. You may think that by providing a variety of readings with your course materials, you are making the program more interesting. That is so, but a part-time student has to learn to read faster, and to ingest information more readily, as well as to make time for studying. So the mere sight of a large amount of readings, even if they do not all have to be read, is daunting.

Sometimes the language is unnecessarily convoluted, verbose, complicated or larded with jargon. When discipline-specific language is required, take care to ensure that this language does not develop into jargon. Recently, a lecturer wrote in engineering notes, ' when a rain event occurs ... ', although 'when it rains' was quite accurate. It is all very well maintaining the mystique of the discipline, but the primary purpose of teaching is to communicate. Internal students, too, can have similar problems. In Sydney, some full-time students of a Hungarian anthropology lecturer had initial difficulty placing the apparently noted Irish anthropologist, E. Con. O'Mick, until one of them wrote the word correctly (economic).

GOOD POINTS OF BEING A DISTANCE STUDENT

1. Distance students do not have the bother of going to lectures. The course comes to them.

2. Distance students are able to live where they want, and perhaps pursue the career that they want without being inhibited by the geographic necessity of having access to a tertiary institution.

3. Distance students do not have to rely on their own note-taking skills.

4. Distance notes mean that with the whole lecture before them, students are able to return to the notes and digest the content at their own pace.

5. Pursuing one course at a time, following the graded sequence of say, Dynamics of Aboriginal Language A, Dynamics of Aboriginal Language B, Dynamics of Aboriginal Language C, permits an uninterrupted continuity for distance (and part-time) students, providing the opportunity to draw full benefit from the studies, and perhaps to do better than if they had to attend to other subjects at the same time.

6. Distance students can control their study time better. They can accommodate other demands in relation to study time better. For example, they may prefer to study in large chunks, rather than consistently.

7. Successful distance students learn personal management skills. They master the disciplines of consistent application, endurance and to be able to attribute a value-hierarchy to the major elements of their lives.

8. Distance students learn how to handle their own stress and panic.

9. For a success-oriented person, each distance course passed represents a milestone in the journey towards the goal.

10. Distance students have reduced chances of a personality clash with lectures.

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Philip Baram
Course Developer
Distance Education Resources Centre
Monash University College Gippsland

SUPPORT FOR DISTANCE EDUCATION

COURSE DEVELOPMENT:

- academic assistance to academic writers
  - instructional design, editorial

PRODUCTION/DESPATCH:

- print materials:
  - typesetting/design/layout/printing
  - packaging/despatch
- non-print materials (audiotapes,videotapes,disks)
  - preparation of masters
  - multiple copying, packaging, despatch

TUTORIAL ASSISTANCE:

- opportunities for lecturer/student and student/student interaction in addition to that provided in the study material
  - telephone contact, one-one or group
  - face-to-face at on-campus schools or other locations

LIBRARY SERVICES:

- additional - postal service for books
  - reference/ photocopy services

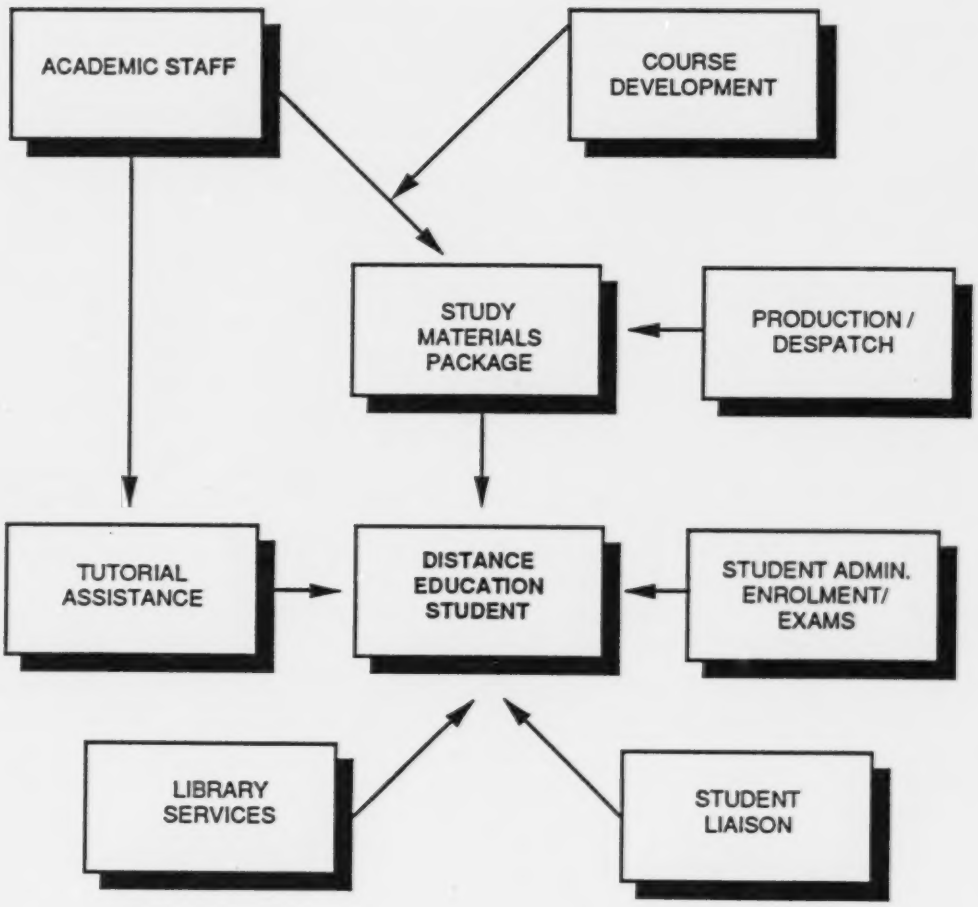
STUDENT ADMINISTRATION:

- provision of mail services for enrolment, results
- scattered examination centres

STUDENT LIAISON:

- information - pre-enrolment,orientation, course advice
- administration - on-campus schools, students centres, assignment handling and recording
- referral of academic enquiries to lecturers

SUPPORT FOR DISTANCE EDUCATION



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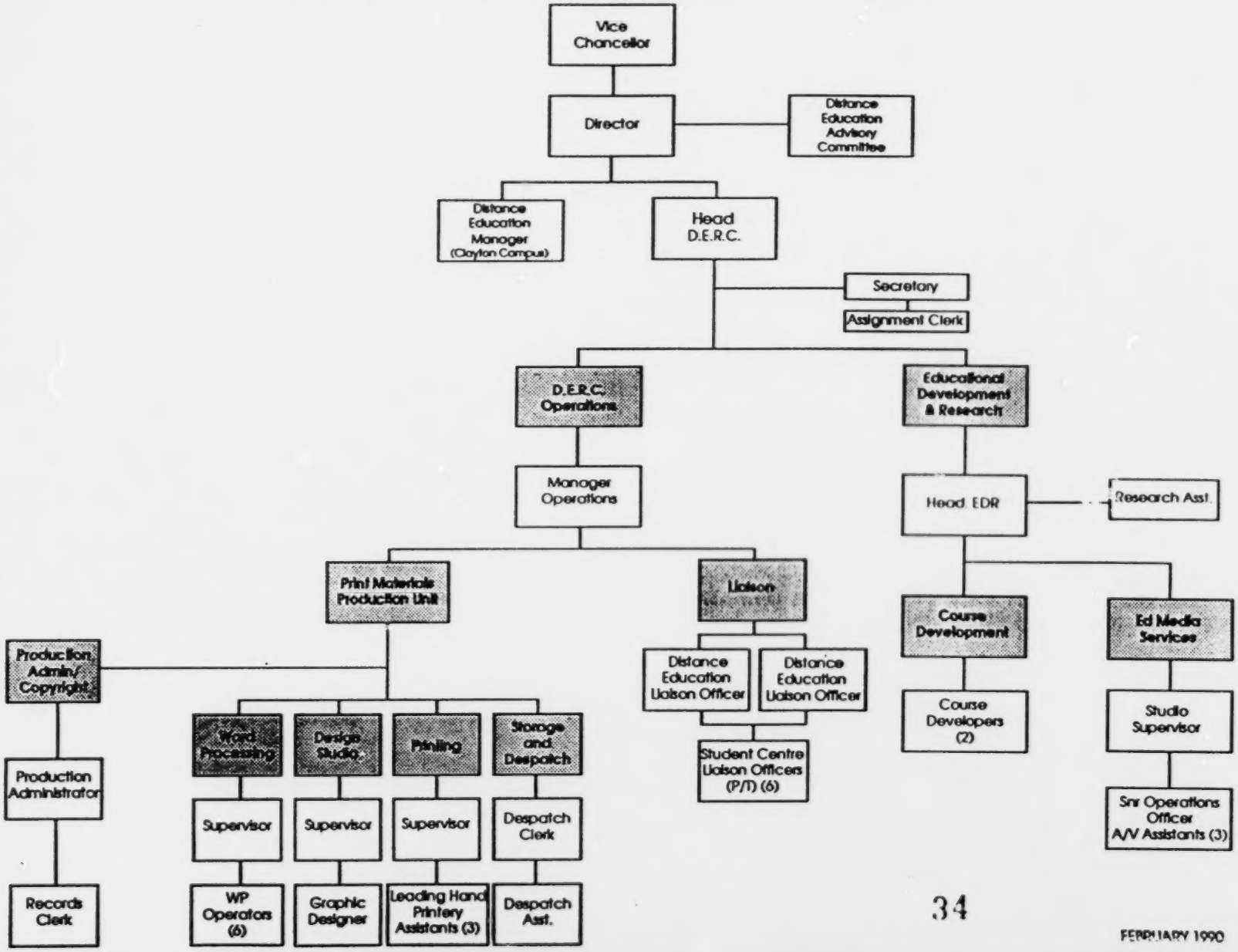
DISTANCE EDUCATION

MONASH GIPPSLAND DISTANCE EDUCATION CENTRE



FEBRUARY 1990

DISTANCE EDUCATION

Definition

Distance education is becoming more widely known as a way of describing what was known previously as external studies and off-campus studies. It has grown or evolved out of what were called correspondence courses. But it is far more sophisticated now than that.

It has four main elements:

- the separation of teacher - assessor from the student, that distinguishes it from face to face teaching
- its provision by an education institution - this distinguishes it from private study
- the use of media to unite teacher and learner, and carry educational content between the two
- the provision of mechanisms for effective two way communication

There is need to appreciate Australia's geography and demography to understand its desire for, and powerful attachment to distance education. Australia covers approximately three million square miles and its population of only sixteen million is spread fairly thinly around the temperate coast line. The major concentrations in and around Sydney and Melbourne account for almost half of the total population. So most distance education students in Australia are either:

- residents in the sparsely settled outback who have no other access to higher education
- residents in cities and towns where (universities and colleges do exist) who are unable or unwilling to attend local institutions because of occupational demands, handicaps and circumstances.

Philosophies and Models of Distance Education in Australia.

There is a general view among providers of distance education that it is undesirable to enrol students directly from school - accordingly the minimum age for enrolment for external studies has been set generally in the early 20's. This practice is underpinned by opinion that the greater maturity, commitment and self discipline than is commonly found in eighteen year olds is required of distance learners. Society can ill afford the cost of substantial drop outs by external students. If distance education was to be provided for students straight from school, they would need to introduce different and more expensive levels of student support services that are currently provided.

Australia's providers of distance education all adhere strongly to the principle that there should be parity of educational standards and achievement between external and internal students. In other words students study for the same degree using the same study materials whether by external or internal mode.

Initially, the key concern of distance education was access to higher education for students. This was superceded as an issue by parity or equivalence of qualifications. In recent times this has become -

a) excellence - whether in the quality of learning materials, teaching or practices in support services.
b) co-operation - between distance education providers to enhance students' access to a broader range of subjects.

An example of co-operation has been the cross-enrolment agreement. Prior to the rationalisation of distant education providers into DEC's, the 5 universities offering distant education in Australia had a cross enrolment scheme whereby students enrolled at one of the universities could take subjects from others towards their 'home' award. This has been thrown in to some confusion by the rationalisation but it is expected that this provision will continue albeit in another form.

Basically within Australia there are two models of delivering distance education -

1. One linking external teaching materials as closely as possible to internal lecture and tutorial schedules and also providing a supplement of compulsory face to face work between external students and the teachers.

2. The other relies on the production of a "package" of learning materials carefully designed by educational designers which enable the external student to study in isolation from teachers and other students.

Proponents of the first model regard the second as deficient in that it de-personalises the learning experience, and that should it require students to meet with their teachers and fellow students at residential and weekend schools. This compulsory attendance characteristic probably enables the enrolment of school leavers than does the latter model.

The latter model is based on the need for a conversation "between the learning materials and the learner." Instructional design is therefore very important in producing such materials, and they contain progressive self tests to establish progress.

Both models utilise printed study guides, readers, library books, audio and video cassettes, weekend schools (in the case of the second model, non-compulsory), interactive radio, discussion groups, visits, letters and telephone calls.

Despite the growth of provision of places in distance education, every year the demand for enrolment continues to exceed the available places. This is thought to be partly the result of an increasing community acceptance that a qualification gained by study by distance education is equivalent to those gained by conventional study. The British Open University did much to achieved this growing acceptance.

Unlike institutions to be found in other countries such as Canada, India, Thailand, Britain and in Europe, Australian institutions are not dedicated to the sole provision of distance education courses. They are without exception, institutions which provide external and internal teaching coursess, and these are integrated, with the same academic staff teaching and assessing both sets of students. In this way the parity of standards between internal and external students is best demonstrated and maintained.

Performance of Off Campus Students

It is quite apparent that institutions providing distance education can point to their off campus students' performance as being quite comparable with the younger group of school leaver students studying in the conventional manner. Various reasons have been suggested for this - greater maturity means greater commitment, a clearer idea of objectives, etc.

In the "Review of Efficiency and Effectiveness in Higher Education", the following statistics were reported with respect to universities.

Full time on campus	84% were very successful in units in which they were enrolled.
Part-time on campus	75%
Off campus students	71%

A 'snapshot' comparison of progress rates in the Deakin University Arts courses was reported as follows:-

Humanities	On Campus - 0.77
	Off Campus - 0.71
Social Sciences	On Campus - 0.66
	Off Campus - 0.65

Drop out rates for off campus students are a continuing concern, but since adults students are subjected to "life factors" such as change of location, change of marital status, health, job, etc., many of these cause students to withdraw suddenly, but studies have shown that a large proportion then resume studies subsequently. This compares with the drop out of school leavers students who find they are unable to cope with standards required, or who are unsure of their goals.

It is often said that academic staff find off campus teaching of adults is generally much more rewarding than the conventional on campus students. Off campus students are generally more self critical, have less self-esteem than do on campus students, but surprisingly do very well because of the benefit of life experience.

The Deakin University Model

As I mentioned before, Deakin University differs from most other providers of distance education in Australia in that :-

a) It develops units by means of unit teams. Most units are interdisciplinary by nature and are thematic, and a unit team is made up of experts in various disciplines each of whom contributes to the writing of the unit. This unit team approach is based on that to be found at the British Open University.

b) The study guides are produced with input from instructional designers. This enables the "conversation" to take place between the student and the material so that students can test their own understanding and their learning progress through the material. The study guides are produced in conjunction with readers which provide selected extracts from various books, thereby saving the student the need to purchase the books as reference texts.

c) With the exception of the MBA program, the University has no compulsory attendance requirements. Students enjoy a learning experience which can be totally in isolation without ever having the need to attend anywhere, apart from examinations (which are usually held locally), and for that reason may study anywhere in the world. The University has well over 100 students studying successfully at great distances outside Australia. The University provides face to face contact for those people who desire it, in the form of weekend schools, tutorials, or by use of the telephone for tele-tutorials. But this is a voluntary participation and less possible for students living interstate or overseas.

d) The Library provides not only an excellent service to students in providing requested texts, whether held in the Deakin collection or by inter-library loans, but it also provides free of charge searches for topics.

There are no costs to off campus students associated with borrowing. The off campus student does have to pay the cost of posting or telephoning requests to the Library, but beyond that the cost of sending the books to the student and of the student returning the books to the Library are both paid for by the Library. Within Australia a system of prepaid courier satchels is used; books are delivered to the student's home and collected there for return to the Library at the expiration of the loan period which is usually 2 weeks. For an overseas student the Library pays airmail costs in each direction. The Library does not lend journals but it will provide free photocopies of particular articles for students requesting them.

Deakin University commenced enrolling students in off campus courses in 1978. The first courses offered were undergraduate arts in Humanities and Social Sciences and bachelor degrees for primary teachers wishing to upgrade their qualifications. Apart from the introduction of the Bachelor

of Science in 1991, the development in courses has concentrated on postgraduate diplomas and masters degrees. However the majority of the students enrolled in off campus studies are enrolled in the undergraduate courses.

The "typical student"

In attempting to outline to you the difficulties experienced by the distance learner and the support systems made available to him or her, I wish to start out by describing a "typical student" in Deakin's arts courses.

Sex

The majority of students enrolled in undergraduate arts courses in Humanities and Social Sciences are females, and these comprise approximately 60%

Age

The University has a policy of accepting very few students under the age of 21. Research has shown that the level of maturity and motivation necessary to undertake study in isolation or at a distance is such that students under the age of 21 require special levels of local support such as regular tutorials. So students enrolled at Deakin range from 21 up into the 80's, with the largest representation in the range 35 - 45.

Entry Policy

From the inception of its off campus courses, the policy at Deakin has been one of "openness". This can be interpreted in the following ways.

(a) "Open learning materials" are used by students studying on campus as well as off campus. These replace lectures, so all face to face contact with staff are in tutorials where small groups discuss the unit content. Open learning is defined in terms of flexibility for the student. Compared with models of open learning to be found overseas, this is a limited model in that there is little negotiation of assessment, no flexibility to start or finish at any time, little flexibility in the sequence of units, or negotiated objectives or content. It does offer some flexibilites over conventional study in that the student can choose where and when to study, when to attend, when to access staff, and has a choice of support.

(b) "Open entry" means that students having satisfied the eligibility criteria, select themselves into the course, and depending on their "life" circumstances are permitted to come and go as they wish so long as they satisfy a regulation requiring them to complete their degree with a total period of enrolment of ten years.

It has been shown that withdrawal from off campus courses is more a function of sudden changes in life circumstances such as

(i) marital circumstances - marriage, divorce, etc.
(ii) health or health of spouse, death, maternity.
(iii) financial circumstances - loss of job or loss of spouse's job.
(iv) relocation
(v) promotion or change of jobs, etc.

These are often unanticipated at the time of enrolment and invariably have a profound effect on the amount of time available for study for the student. These sorts of changes apply more particularly to adults than for school leaver students whose withdrawal has been shown to be more likely a result of such things as a gradual realisation that the course is not what they wanted, more difficult than had been expected, they are not coping financially or have had a change in personal goals.

So this flexibility of being able to come and go has been a positive feature of Deakin's enrolments policy for off campus students.

Although the University conducts a national advertising campaign in July for the following year's intake, continual enquiries about enrolment result from postive word of mouth about Deakin. These enquiries are received continually by the Admissions Section and enquirers are sent a copy of the "Guide to Off Campus Studies" and an application form for admission for the following year's intake.

In this booklet, prospective students are invited to clarify for themselves their reasons for study, and particularly for choosing Deakin's off campus mode of study. Questions are listed in the "centrefold" and these help the student to examine the issues raised, and thus whether to submit an application for a place. This is regarded as an important element in the 'Open Entry' policy. They are invited to write a page of comments about the issues raised and in so doing it enables the selection officers to gain some measure of the applicant's ability to express herself, her motivation, how realistic her assessment of the time involved and impact on her family has been, and what study is seen as achieving for her. Only if an applicant's comments have indicated that they are unable to satisfactorily express themselves, their English is poor, or their expectations seem amiss, are they consulted about this and to be clear about wisdom of proceeding. Otherwise all eligible timely applications are offered a place until quotas are filled.

Considerable emphasis is placed on pre-enrolment counselling to enable them to make well informed choices about their study. Six student advisers in the Off Campus Operations Unit are constantly occupied in this particular activity.

Type of entry

Entry to the off campus Arts courses is by

advanced standing (for students who can obtain credit for previous studies at tertiary level),
normal entry (for those who have completed secondary school previously), or
special entry (for those who have not completed secondary school).

Of these three types of entry, special entry has been running consistently at 40% of the intake each year.

Let us consider therefore that a typical student is a person who has not completed secondary school, is female, is approximately 40 years old, and has developed an appetite for self- development. (It should be noted that a significant proportion of students are studying for self-developmental reasons, not only for career prospect enhancement.)

Such a student is typically one whose family could justify sending her brothers to tertiary study, but she was required to leave school and get a job with the expectation that one day she would be married and hence provided for. So a sense of deprivation and unrealised intellectual potential was present thereafter. Now that the opportunity arises with her children having completed school or in the last years of school, and with more time on her hands, she turns to university study as a distance learner.

Typically her main concern is whether or not she is capable of satisfying the standard of work expected by academic staff. She is unsure whether she can cope with the level of work required, particularly sensing (unreasonably) a need to "compete" with those intelligent and more able school leavers at university. However she tends to underestimate the "wisdom of the years" which she has gathered since adolescence. She underestimates too her comparatively higher level of motivation resulting from this sense of deprivation over the years. She is apprehensive of trying it out and perhaps proving to herself that she is a failure, yet she feels that it is an adventure which she cannot afford to deny herself.

When she is made an offer of enrolment during November, it is well in advance of the start of first semester in early March. When she receives it, she receives also a "Counselling Package" which discusses many of the difficulties associated with being a distance learner, provides realistic yet encouraging comments from previous students, and lists the resources and kinds of support which are available to her. It includes also an invitation for her to attend a non-compulsory orientation workshop held on a Saturday during November. At such a workshop she can meet other new students, equally terrified, learn how previous students have coped with their anxieties and getting started, how their feelings compared at the same stage, hear how the system works, get some tips on developing study skills and the presentation of assignments, meet representatives from the Students Association, the Library and a representative of the the acacemic staff of the School of which she is enrolled. These workshops are well attended however since Deakin has 40% of its enrolment outside the State, it is difficult for many such students to attend, so the numbers represent a small

proportion of total new students. However those students who do attend are transformed from very quiet and apprehensive persons into enthusiastic students who can't wait to get started, comforted and indeed enthused by the feelings of fellow beginners around them.

When she completes her enrolment, has paid her fees, and signed her HECS form, in December she receives a package which includes booklists, a book order form, and brief outlines of how units are to be conducted. This means that she can purchase prescribed readings and commence reading over the summer vacation should she wish to. It also contains information about assignment submissions, use of facilities and study centres, and information about the various services available.

Her first set of study materials is received midway through January and this enables her to ease into the routine and process of study before the pressure really comes on. Students are encouraged to start their studies slowly and build up their workload as they become more accustomed to finding a place for study in their lives and become more efficient as students. This is a useful way of allowing students to organise their time and their study patterns and come to terms with the unit content and what is involved before needing to work at full pressure. The learning materials are despatched from mid January to mid February. The first units to be despatched are those in which first level arts students are enrolled. This means that she will have effectively approximately six weeks in which to begin to get the feel of the unit, browse through her materials or even commence work. Thus she gains a "headstart" before the official start of semester in March, and this has been found to be most beneficial for commencing students.

Late in March and early April, student advisers arrange meetings at country centres and at tertiary institutions interstate. These are non-compulsory and not only are new students invited to attend but also those who are continuing, who are very keen to offer encouragement to those who are commencing their studies. The timing of these visits is to coincide with the submission of the first assignment. Attending centres and presenting a human face to new students who are at the nervous stage of wondering whether they can pull together an essay which is up to standard, has quite positive effects. Students meet one another and discover that their personal fears and uncertainties are quite usual for students in their first year and are comforted by experienced students who show how they have come through successfully the same journey of self discovery and development. So the meeting of fellow students is just as rewarding as it is meeting a human face (in the form of a student adviser) from the University.

The feedback on the first assignment is crucial to the commencing student. She feels very anxious about whether she has attained the necessary standard, and very often is left worrying and wondering whether it is worth continuing her effort to study before finding out whether she has passed or not. Often the result is much better than is expected and such a positive outcome has a significant impact on the her level of confidence and her motivation to continue. Quick return of assignments under these circumstances is therefore of utmost importance.

Off Campus Operations

The Off Campus Operations Unit is located within the Deakin Student Centre which has overall responsibility for student administration. It is one of three sections within the Student Centre, the other sections being responsible for admissions and enrolments, and examinations and student records.

One set of materials is usually sent for each unit sent for the semester, but there are some units which have two sets of materials. Normally three assignments are set for each semester and in many cases there is an examination at the end of semester.

Assignments are sent by the student to the Unit where they are recorded on computer, and sent to assessors before being ultimately returned to students. The Unit also provides a 24 hour answering service to enable students to leave messages after hours concerning any enquiries, problems or requests and these are then handled by staff in the Unit the following day, returning calls as necessary.

Should students wish to consult a member of the academic staff, they are invited to leave a brief message after hours indicating when and where they can be contacted. The chances of getting in touch with a member of staff during the day are problematical since they are often occupied with on campus teaching commitments, involved in unit team meetings, or may be elsewhere marking assignments, writing units, or conducting research. So in this way the message is taken without any costly delay in trying to locate the lecturer, and passed to the respective person who then returns the call at the designated time. This also enables the discussion to take place at the expense of the University.

Study or self-help Groups

While its policy has been to design learning materials which enable students to study in isolation without the need for contact with staff or each other, the University acknowledges that there is some benefit for students in making contact with one another. To facilitate this, students are provided with lists of fellow students studying the same units, together with their addresses and phone numbers. They are encouraged to make contact with each other to form study or self-help groups.

Study and Access Centres

When Deakin established its Study Centre network in Victoria in 1977, it followed the British Open University model. It was envisaged that these study centres would provide local support and resources for students and a location for holding tutorials. This has never been realised mainly for demographic reasons.

As mentioned already, from the outset, the philosophy of the University has been to produce high quality learning materials which enable students to study in isolation without having to attend any location for compulsory schools, or tutorials. In that respect the notion of a network of study

centres was perhaps somewhat unnecessary, and possibly contradictory to this philosophy. Study centres were established at continuing education centres in Mildura, Horsham, Shepparton and Wangaratta, and local municipal libraries were provided on permanent loan with books listed as recommended readings. Study centres were also established at colleges of advanced education at Warrnambool, Gippsland, Bendigo, Ballarat and the Riverina campus at Albury. Their libraries were also provided with recommended readings on the same basis. A full set of course materials was also provided for these libraries and for the continuing education centres. They were provided with audio visual equipment, and there was an expectation that space would be made available for tutorials and meetings with students.

However although the enrolment levels of students increased, so did the range of units available to students and so there was rarely a critical mass achieved in a study centre which would justify holding regular tutorials.

In 1983 there was a recognition that the University needed to make better known its offerings to rural populations and so access centres were established within continuing education centres at Portland, Castlemaine, Hamilton, Colac, Swan Hill, Bairnsdale and Echuca. There was no attempt to suggest that these would be study centres, requiring space for academic activities. They were substantially a reference point where prospective students could peruse unit materials, obtain advice about enrolment, together with copies of the Off Campus Guide and application forms for entry. This educational brokering function was already one which was part of the services provided to the local community by continuing education centres.

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Increasingly academic staff are utilising the opportunities offered by teleconferencing facilities of providing student support. The main benefit with this is that students do not have to attend somewhere to participate, but are "patched in" very easily using their home phone after hours. As enrolments out of state continue to grow, it is felt that conducting teleconferences will play an increasingly important part in student support. There has been discussion also of the possible use of video links with groups of students, but this seems to have the disadvantages of being very expensive, having no benefits over audio interaction other than for visual demonstrational purposes, and requiring students to assemble at a time and place where appropriate equipment is available for use.

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Every September, the six student advisers each visit several centres to meet with groups of prospective students to discuss study opportunities, and with continuing students to discuss their re-enrolment, to sort out any difficulties they are having, and generally gather feedback for use by academic staff in running their units. These visits are designed to coincide with meetings of local student clubs which have been developed by the student association at various locations. These are largely for social purposes but also develop a sense of "community" for off campus students, particularly those who live some distance from the University.

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At present, course materials are predominately print based, and the Production Unit publishes approximately 160 titles per annum. Materials are prepared in draft form by the course teams, using a network of micro computers and word processors spread among the Schools. The final draft is transferred electronically to the Production Unit, where it is edited, designed and typeset. The Unit's sophisticated network of personal computers linked to other University computing equipment, and its expertise in the use of advanced software have made it an Australian leader in desk top publishing. The Production Unit also houses the compugraphic typesetting equipment and is responsible for copyright matters.

The University Printery handles a substantial proportion of the printing of course materials, as well as providing for all the printing needs of the University. However covers and binding are generally sent out to commercial publishers. The University also takes advantage of book bounty and uses external printers for most of the longer print runs.

The Media Unit provides audio visual media services to the University in general, and has a particular responsibility for the production of original audio programs and video documentaries which form an increasingly important part of the off campus program. It has long been expected that off campus students would have an audio cassette player, so that audio programs have always been a characteristic part of Deakin's off campus program. It is now gradually becoming the case that students have access to video recorders and it is possible to incorporate video documentaries as essential elements of some courses.

Deakin University Press is the distribution arm of the off campus program. Many of the study guides, monographs and other course materials are of interest to others in tertiary education in Australia and overseas, and also in school education systems.

University Community Services

University Community Services provides specialised support services for students both on and off campus - in health, careers, counselling, loans, study skills and accommodation. While these are generally more accessible and therefore more widely used by on campus students, off campus students draw on the services, in particular of the study skills adviser who helps with advice on studying efficiently, preparing for assignments and examinations, and oral and written communications.

Vera White Disability Resource Centre

The University is well aware of the special needs of disabled students. The Centre works along side University Community Services and provides facilities including special format material and equipment, to enable students with disabilities to use the off campus program effectively. Many of these students are print handicapped but the Centre caters also for people with a variety of other disabilities. Last year over 200 students with disabilities were provided with assistance by the Centre staff.

The Library

The Deakin University Library policy towards its students is that any person enrolled by the University is entitled to all the services the Library normally offers, and there should be no discrimination against those studying in the off campus mode. Therefore there is no separate collection for off campus students and they may borrow from the whole collection as can on campus students.

Also there are no costs to off campus students associated with borrowing. The off campus student does have to pay the cost of posting or telephoning requests to the Library, but beyond that the cost of sending the books to the student and of the student returning the books to the Library are both paid for by the Library. Within Australia a system of prepaid courier satchells is used; books are delivered to the student's home and collected there for return to the Library at the expiration of the loan period which is usually 2 weeks. For an overseas student the Library pays airmail costs in each direction. The Library does not lend journals but it will provide free photocopies of particular articles for students requesting them. The Library is also a member of a reciprocal borrowing agreement which enables its students to use and borrow from a large number of other tertiary education libraries within Victoria.

SOME CAFETERIA ITEMS

by Beatrice Faust

Selection:

Ideally the instructional design selection should be made by the writer and designer before the notes are written. Some very simple combinations - such as crystal clear prose, copious and accurate marginals, modest readings and pertinent questions - have worked well. If your budget will stand it, you may choose something of everything that is relevant or useful to the course.

Most items serve more than one purpose and may be used to reinforce each other.

The bottom line must be user friendliness. The model should be a **tutorial** rather than a *dissertation*.

The Doughnut, Not the Hole

User friendliness means encouragement and positive reinforcement. Always find a positive way of admonishing your students.

Media:

Use these singly or in combination: print, computer disc as alternative to print (electronic page-turning), computer assisted learning, audio, video, teleconferencing, Macintosh Fax Duct, E-mail, week-end schools etc.

Always remember that learning proceeds more efficiently if several channels of perception are engaged at once eg audio and print, video and print, print and CAL etc.

Clear Prose:

Read George Orwell's essay, "Politics and the English Language", identify his rules and precepts - then follow them!

Notwithstanding the aforesaid, point presentation is no less pedagogically effective than prose and often preferable because:

* it is clear
* it is succinct
* it is easily memorised
* individual items are less likely to be lost than if presented in a long sentence
* the visual pattern and white space provides variety and relaxation
* it is a method of chunking (which see).

Chunking:

Material should be broken up into manageable pieces according to the complexity of the material and the maturity of the students.

The King Hit:

There is a school of thought that says one must offer the most exciting and inviting material first - ie, not a list of syllabus requirements and prescribed texts! A case study epitomising the concerns of the course often works well... then slip into the bureaucratic details. Or you might try introduction by audio...

Graded Steps

Always move from the easy, to the difficult, to the near impossible and grade your tests accordingly.

Organisers:

Advance organisers give students an idea of what to expect. May be as simple as an introduction or may include:

* a map of the course with a different "you are here" pointer for each unit;
* aims and objectives;
* sample time-table and calendar;
* a self-assessment guide that both lists the key points in the unit and helps the student identify strengths and weaknesses;
* summaries of the whole course and each unit (summaries are also educationally effective at the end of units and courses).

DISTANCE EDUCATION

Definition

Distance education is becoming more widely known as a way of describing what was known previously as external studies and off-campus studies. It has grown or evolved out of what were called correspondence courses. But it is far more sophisticated now than that.

It has four main elements:

- the separation of teacher - assessor from the student, that distinguishes it from face to face teaching
- its provision by an education institution - this distinguishes it from private study
- the use of media to unite teacher and learner, and carry educational content between the two
- the provision of mechanisms for effective two way communication

There is need to appreciate Australia's geography and demography to understand its desire for, and powerful attachment to distance education. Australia covers approximately three million square miles and its population of only sixteen million is spread fairly thinly around the temperate coast line. The major concentrations in and around Sydney and Melbourne account for almost half of the total population. So most distance education students in Australia are either:

- residents in the sparsely settled outback who have no other access to higher education
- residents in cities and towns where (universities and colleges do exist) who are unable or unwilling to attend local institutions because of occupational demands, handicaps and circumstances.

Philosophies and Models of Distance Education in Australia.

There is a general view among providers of distance education that it is undesirable to enrol students directly from school - accordingly the minimum age for enrolment for external studies has been set generally in the early 20's. This practice is underpinned by opinion that the greater maturity, commitment and self discipline than is commonly found in eighteen year olds is required of distance learners. Society can ill afford the cost of substantial drop outs by external students. If distance education was to be provided for students straight from school, they would need to introduce different and more expensive levels of student support services that are currently provided.

Australia's providers of distance education all adhere strongly to the principle that there should be parity of educational standards and achievement between external and internal students. In other words students study for the same degree using the same study materials whether by external or internal mode.

Initially, the key concern of distance education was access to higher education for students. This was superceded as an issue by parity or equivalence of qualifications. In recent times this has become -

a) excellence - whether in the quality of learning materials, teaching or practices in support services.
b) co-operation - between distance education providers to enhance students' access to a broader range of subjects.

An example of co-operation has been the cross-enrolment agreement. Prior to the rationalisation of distant education providers into DEC's, the 5 universities offering distant education in Australia had a cross enrolment scheme whereby students enrolled at one of the universities could take subjects from others towards their 'home' award. This has been thrown in to some confusion by the rationalisation but it is expected that this provision will continue albeit in another form.

Basically within Australia there are two models of delivering distance education -

1. One linking external teaching materials as closely as possible to internal lecture and tutorial schedules and also providing a supplement of compulsory face to face work between external students and the teachers.

2. The other relies on the production of a "package" of learning materials carefully designed by educational designers which enable the external student to study in isolation from teachers and other students.

Proponents of the first model regard the second as deficient in that it de-personalises the learning experience, and that should it require students to meet with their teachers and fellow students at residential and weekend schools. This compulsory attendance characteristic probably enables the enrolment of school leavers than does the latter model.

The latter model is based on the need for a conversation "between the learning materials and the learner." Instructional design is therefore very important in producing such materials, and they contain progressive self tests to establish progress.

Both models utilise printed study guides, readers, library books, audio and video cassettes, weekend schools (in the case of the second model, non-compulsory), interactive radio, discussion groups, visits, letters and telephone calls.

Despite the growth of provision of places in distance education, every year the demand for enrolment continues to exceed the available places. This is thought to be partly the result of an increasing community acceptance that a qualification gained by study by distance education is equivalent to those gained by conventional study. The British Open University did much to achieved this growing acceptance.

Unlike institutions to be found in other countries such as Canada, India, Thailand, Britain and in Europe, Australian institutions are not dedicated to the sole provision of distance education courses. They are without exception, institutions which provide external and internal teaching coursess, and these are integrated, with the same academic staff teaching and assessing both sets of students. In this way the parity of standards between internal and external students is best demonstrated and maintained.

Performance of Off Campus Students

It is quite apparent that institutions providing distance education can point to their off campus students' performance as being quite comparable with the younger group of school leaver students studying in the conventional manner. Various reasons have been suggested for this - greater maturity means greater commitment, a clearer idea of objectives, etc.

In the "Review of Efficiency and Effectiveness in Higher Education", the following statistics were reported with respect to universities.

Full time on campus	84%	were very successful in units in which they were enrolled.
Part-time on campus	75%	
Off campus students	71%	

A 'snapshot' comparison of progress rates in the Deakin University Arts courses was reported as follows:-

Humanities	On Campus	- 0.77
	Off Campus	- 0.71
Social Sciences	On Campus	- 0.66
	Off Campus	- 0.65

Drop out rates for off campus students are a continuing concern, but since adults students are subjected to "life factors" such as change of location, change of marital status, health, job, etc., many of these cause students to withdraw suddenly, but studies have shown that a large proportion then resume studies subsequently. This compares with the drop out of school leavers students who find they are unable to cope with standards required, or who are unsure of their goals.

It is often said that academic staff find off campus teaching of adults is generally much more rewarding than the conventional on campus students. Off campus students are generally more self critical, have less self-esteem than do on campus students, but surprisingly do very well because of the benefit of life experience.

The Deakin University Model

As I mentioned before, Deakin University differs from most other providers of distance education in Australia in that :-

a) It develops units by means of unit teams. Most units are interdisciplinary by nature and are thematic, and a unit team is made up of experts in various disciplines each of whom contributes to the writing of the unit. This unit team approach is based on that to be found at the British Open University.

b) The study guides are produced with input from instructional designers. This enables the "conversation" to take place between the student and the material so that students can test their own understanding and their learning progress through the material. The study guides are produced in conjunction with readers which provide selected extracts from various books, thereby saving the student the need to purchase the books as reference texts.

c) With the exception of the MBA program, the University has no compulsory attendance requirements. Students enjoy a learning experience which can be totally in isolation without ever having the need to attend anywhere, apart from examinations (which are usually held locally), and for that reason may study anywhere in the world. The University has well over 100 students studying successfully at great distances outside Australia. The University provides face to face contact for those people who desire it, in the form of weekend schools, tutorials, or by use of the telephone for tele-tutorials. But this is a voluntary participation and less possible for students living interstate or overseas.

d) The Library provides not only an excellent service to students in providing requested texts, whether held in the Deakin collection or by inter-library loans, but it also provides free of charge searches for topics.

There are no costs to off campus students associated with borrowing. The off campus student does have to pay the cost of posting or telephoning requests to the Library, but beyond that the cost of sending the books to the student and of the student returning the books to the Library are both paid for by the Library. Within Australia a system of prepaid courier satchels is used; books are delivered to the student's home and collected there for return to the Library at the expiration of the loan period which is usually 2 weeks. For an overseas student the Library pays airmail costs in each direction. The Library does not lend journals but it will provide free photocopies of particular articles for students requesting them.

Deakin University commenced enrolling students in off campus courses in 1978. The first courses offered were undergraduate arts in Humanities and Social Sciences and bachelor degrees for primary teachers wishing to upgrade their qualifications. Apart from the introduction of the Bachelor

of Science in 1991, the development in courses has concentrated on postgraduate diplomas and masters degrees. However the majority of the students enrolled in off campus studies are enrolled in the undergraduate courses.

The "typical student"

In attempting to outline to you the difficulties experienced by the distance learner and the support systems made available to him or her, I wish to start out by describing a "typical student" in Deakin's arts courses.

Sex

The majority of students enrolled in undergraduate arts courses in Humanities and Social Sciences are females, and these comprise approximately 60%

Age

The University has a policy of accepting very few students under the age of 21. Research has shown that the level of maturity and motivation necessary to undertake study in isolation or at a distance is such that students under the age of 21 require special levels of local support such as regular tutorials. So students enrolled at Deakin range from 21 up into the 80's, with the largest representation in the range 35 - 45.

Entry Policy

From the inception of its off campus courses, the policy at Deakin has been one of "openness". This can be interpreted in the following ways.

(a) "Open learning materials" are used by students studying on campus as well as off campus. These replace lectures, so all face to face contact with staff are in tutorials where small groups discuss the unit content. Open learning is defined in terms of flexibility for the student. Compared with models of open learning to be found overseas, this is a limited model in that there is little negotiation of assessment, no flexibility to start or finish at any time, little flexibility in the sequence of units, or negotiated objectives or content. It does offer some flexibilites over conventional study in that the student can choose where and when to study, when to attend, when to access staff, and has a choice of support.

(b) "Open entry" means that students having satisfied the eligibility criteria, select themselves into the course, and depending on their "life" circumstances are permitted to come and go as they wish so long as they satisfy a regulation requiring them to complete their degree with a total period of enrolment of ten years.

It has been shown that withdrawal from off campus courses is more a function of sudden changes in life circumstances such as

(i) marital circumstances - marriage, divorce, etc.
(ii) health or health of spouse, death, maternity.
(iii) financial circumstances - loss of job or loss of spouse's job.
(iv) relocation
(v) promotion or change of jobs, etc.

These are often unanticipated at the time of enrolment and invariably have a profound effect on the amount of time available for study for the student. These sorts of changes apply more particularly to adults than for school leaver students whose withdrawal has been shown to be more likely a result of such things as a gradual realisation that the course is not what they wanted, more difficult than had been expected, they are not coping financially or have had a change in personal goals.

So this flexibility of being able to come and go has been a positive feature of Deakin's enrolments policy for off campus students.

Although the University conducts a national advertising campaign in July for the following year's intake, continual enquiries about enrolment result from postive word of mouth about Deakin. These enquiries are received continually by the Admissions Section and enquirers are sent a copy of the "Guide to Off Campus Studies" and an application form for admission for the following year's intake.

In this booklet, prospective students are invited to clarify for themselves their reasons for study, and particularly for choosing Deakin's off campus mode of study. Questions are listed in the "centrefold" and these help the student to examine the issues raised, and thus whether to submit an application for a place. This is regarded as an important element in the 'Open Entry' policy. They are invited to write a page of comments about the issues raised and in so doing it enables the selection officers to gain some measure of the applicant's ability to express herself, her motivation, how realistic her assessment of the time involved and impact on her family has been, and what study is seen as achieving for her. Only if an applicant's comments have indicated that they are unable to satisfactorily express themselves, their English is poor, or their expectations seem amiss, are they consulted about this and to be clear about wisdom of proceeding. Otherwise all eligible timely applications are offered a place until quotas are filled.

Considerable emphasis is placed on pre-enrolment counselling to enable them to make well informed choices about their study. Six student advisers in the Off Campus Operations Unit are constantly occupied in this particular activity.

Type of entry

Entry to the off campus Arts courses is by

advanced standing (for students who can obtain credit for previous studies at tertiary level),
normal entry (for those who have completed secondary school previously), or
special entry (for those who have not completed secondary school).

Of these three types of entry, special entry has been running consistently at 40% of the intake each year.

Let us consider therefore that a typical student is a person who has not completed secondary school, is female, is approximately 40 years old, and has developed an appetite for self- development. (It should be noted that a significant proportion of students are studying for self-developmental reasons, not only for career prospect enhancement.)

Such a student is typically one whose family could justify sending her brothers to tertiary study, but she was required to leave school and get a job with the expectation that one day she would be married and hence provided for. So a sense of deprivation and unrealised intellectual potential was present thereafter. Now that the opportunity arises with her children having completed school or in the last years of school, and with more time on her hands, she turns to university study as a distance learner.

Typically her main concern is whether or not she is capable of satisfying the standard of work expected by academic staff. She is unsure whether she can cope with the level of work required, particularly sensing (unreasonably) a need to "compete" with those intelligent and more able school leavers at university. However she tends to underestimate the "wisdom of the years" which she has gathered since adolescence. She underestimates too her comparatively higher level of motivation resulting from this sense of deprivation over the years. She is apprehensive of trying it out and perhaps proving to herself that she is a failure, yet she feels that it is an adventure which she cannot afford to deny herself.

When she is made an offer of enrolment during November, it is well in advance of the start of first semester in early March. When she receives it, she receives also a "Counselling Package" which discusses many of the difficulties associated with being a distance learner, provides realistic yet encouraging comments from previous students, and lists the resources and kinds of support which are available to her. It includes also an invitation for her to attend a non-compulsory orientation workshop held on a Saturday during November. At such a workshop she can meet other new students, equally terrified, learn how previous students have coped with their anxieties and getting started, how their feelings compared at the same stage, hear how the system works, get some tips on developing study skills and the presentation of assignments, meet representatives from the Students Association, the Library and a representative of the the academic staff of the School of which she is enrolled. These workshops are well attended however since Deakin has 40% of its enrolment outside the State, it is difficult for many such students to attend, so the numbers represent a small

proportion of total new students. However those students who do attend are transformed from very quiet and apprehensive persons into enthusiastic students who can't wait to get started, comforted and indeed enthused by the feelings of fellow beginners around them.

When she completes her enrolment, has paid her fees, and signed her HECS form, in December she receives a package which includes booklists, a book order form, and brief outlines of how units are to be conducted. This means that she can purchase prescribed readings and commence reading over the summer vacation should she wish to. It also contains information about assignment submissions, use of facilities and study centres, and information about the various services available.

Her first set of study materials is received midway through January and this enables her to ease into the routine and process of study before the pressure really comes on. Students are encouraged to start their studies slowly and build up their workload as they become more accustomed to finding a place for study in their lives and become more efficient as students. This is a useful way of allowing students to organise their time and their study patterns and come to terms with the unit content and what is involved before needing to work at full pressure. The learning materials are despatched from mid January to mid February. The first units to be despatched are those in which first level arts students are enrolled. This means that she will have effectively approximately six weeks in which to begin to get the feel of the unit, browse through her materials or even commence work. Thus she gains a "headstart" before the official start of semester in March, and this has been found to be most beneficial for commencing students.

Late in March and early April, student advisers arrange meetings at country centres and at tertiary institutions interstate. These are non-compulsory and not only are new students invited to attend but also those who are continuing, who are very keen to offer encouragement to those who are commencing their studies. The timing of these visits is to coincide with the submission of the first assignment. Attending centres and presenting a human face to new students who are at the nervous stage of wondering whether they can pull together an essay which is up to standard, has quite positive effects. Students meet one another and discover that their personal fears and uncertainties are quite usual for students in their first year and are comforted by experienced students who show how they have come through successfully the same journey of self discovery and development. So the meeting of fellow students is just as rewarding as it is meeting a human face (in the form of a student adviser) from the University.

The feedback on the first assignment is crucial to the commencing student. She feels very anxious about whether she has attained the necessary standard, and very often is left worrying and wondering whether it is worth continuing her effort to study before finding out whether she has passed or not. Often the result is much better than is expected and such a positive outcome has a significant impact on the her level of confidence and her motivation to continue. Quick return of assignments under these circumstances is therefore of utmost importance.

Off Campus Operations

The Off Campus Operations Unit is located within the Deakin Student Centre which has overall responsibility for student administration. It is one of three sections within the Student Centre, the other sections being responsible for admissions and enrolments, and examinations and student records.

One set of materials is usually sent for each unit sent for the semester, but there are some units which have two sets of materials. Normally three assignments are set for each semester and in many cases there is an examination at the end of semester.

Assignments are sent by the student to the Unit where they are recorded on computer, and sent to assessors before being ultimately returned to students. The Unit also provides a 24 hour answering service to enable students to leave messages after hours concerning any enquiries, problems or requests and these are then handled by staff in the Unit the following day, returning calls as necessary.

Should students wish to consult a member of the academic staff, they are invited to leave a brief message after hours indicating when and where they can be contacted. The chances of getting in touch with a member of staff during the day are problematical since they are often occupied with on campus teaching commitments, involved in unit team meetings, or may be elsewhere marking assignments, writing units, or conducting research. So in this way the message is taken without any costly delay in trying to locate the lecturer, and passed to the respective person who then returns the call at the designated time. This also enables the discussion to take place at the expense of the University.

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At present, course materials are predominately print based, and the Production Unit publishes approximately 160 titles per annum. Materials are prepared in draft form by the course teams, using a network of micro computers and word processors spread among the Schools. The final draft is transferred electronically to the Production Unit, where it is edited, designed and typeset. The Unit's sophisticated network of personal computers linked to other University computing equipment, and its expertise in the use of advanced software have made it an Australian leader in desk top publishing. The Production Unit also houses the compugraphic typesetting equipment and is responsible for copyright matters.

The University Printery handles a substantial proportion of the printing of course materials, as well as providing for all the printing needs of the University. However covers and binding are generally sent out to commercial publishers. The University also takes advantage of book bounty and uses external printers for most of the longer print runs.

The Media Unit provides audio visual media services to the University in general, and has a particular responsibility for the production of original audio programs and video documentaries which form an increasingly important part of the off campus program. It has long been expected that off campus students would have an audio cassette player, so that audio programs have always been a characteristic part of Deakin's off campus program. It is now gradually becoming the case that students have access to video recorders and it is possible to incorporate video documentaries as essential elements of some courses.

Deakin University Press is the distribution arm of the off campus program. Many of the study guides, monographs and other course materials are of interest to others in tertiary education in Australia and overseas, and also in school education systems.

University Community Services

University Community Services provides specialised support services for students both on and off campus - in health, careers, counselling, loans, study skills and accommodation. While these are generally more accessible and therefore more widely used by on campus students, off campus students draw on the services, in particular of the study skills adviser who helps with advice on studying efficiently, preparing for assignments and examinations, and oral and written communications.

Vera White Disability Resource Centre

The University is well aware of the special needs of disabled students. The Centre works along side University Community Services and provides facilities including special format material and equipment, to enable students with disabilities to use the off campus program effectively. Many of these students are print handicapped but the Centre caters also for people with a variety of other disabilities. Last year over 200 students with disabilities were provided with assistance by the Centre staff.

The Library

The Deakin University Library policy towards its students is that any person enrolled by the University is entitled to all the services the Library normally offers, and there should be no discrimination against those studying in the off campus mode. Therefore there is no separate collection for off campus students and they may borrow from the whole collection as can on campus students.

Also there are no costs to off campus students associated with borrowing. The off campus student does have to pay the cost of posting or telephoning requests to the Library, but beyond that the cost of sending the books to the student and of the student returning the books to the Library are both paid for by the Library. Within Australia a system of prepaid courier satchells is used; books are delivered to the student's home and collected there for return to the Library at the expiration of the loan period which is usually 2 weeks. For an overseas student the Library pays airmail costs in each direction. The Library does not lend journals but it will provide free photocopies of particular articles for students requesting them. The Library is also a member of a reciprocal borrowing agreement which enables its students to use and borrow from a large number of other tertiary education libraries within Victoria.

FIGURE 1

NTEGRATION OF DISTANCE EDUCATION WITH OTHER UNIVERSITY FUNCTIONS WITHIN DEAKIN